



Dear Parents,

In order to continue your child's educational growth while their center is closed a package of home learning activities have been prepared for you and your child to do at home.

The package contains developmental appropriate activities for children 8wks to 3 years old in the areas of physical, math, language, literacy, and social emotional. A calendar has been provided for you and your child to do a different activity each day. Please feel free to do the activities as many times as your child would like; reinforcement is great! Also, included you will find links to free website that have great activities.

Please remember to be safe and we all are looking forward to seeing you when centers reopen.

If you have questions, please feel free to contact me.

Additional Learning Activities:

<https://www.abdozoom.com/zoomchoice/?tk=AE75056C570B319A6B47A15986D1DEE9>

<https://www.familyeducation.com/fun/activities-babies/its-playtime-baby-12-simple-developmental-activities-try-your-tot>

https://www.gov.nl.ca/eecd/files/earlychildhood_everyday_i_learn_through_play.pdf

<https://www.zerotothree.org/resources/164-play-activities-for-birth-to-12-months>

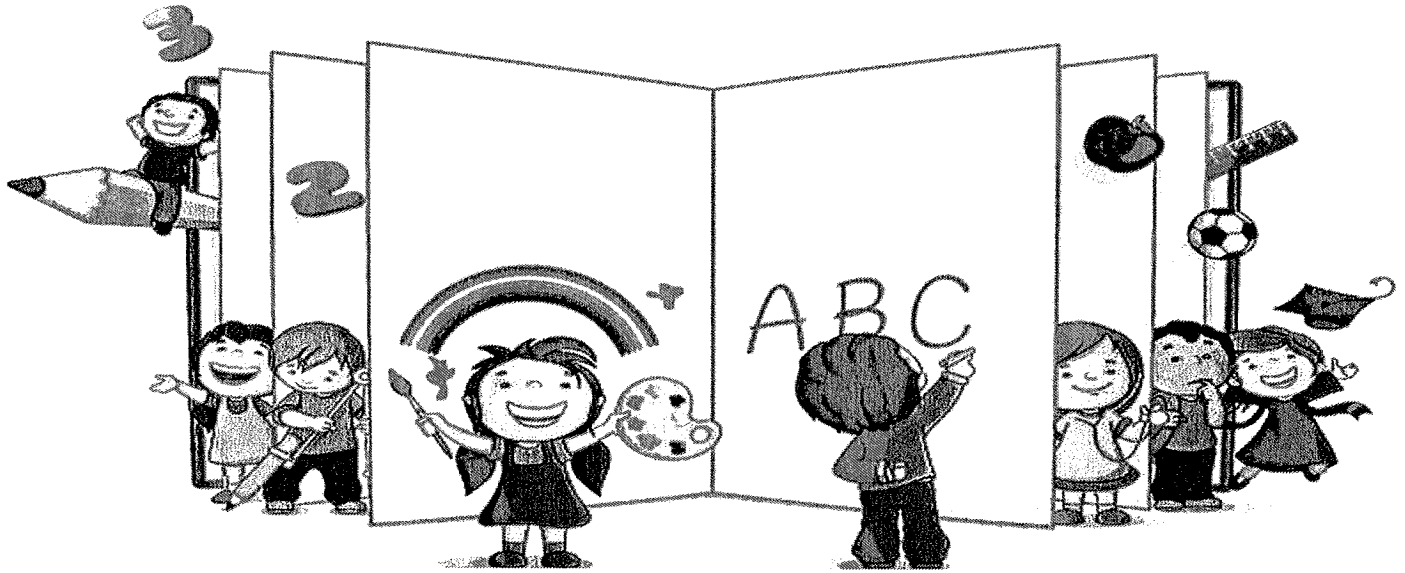
Thanks

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August

2020

Early Head Start Home Activity Calendar



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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2	3 Activity Card # 15	4 Activity Card #66	5 Activity Card #19	6 Activity Card #50	7 Activity Card #34	8
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16	17 Activity Card #77	18 Activity Card #32	19 Activity Card #04	20 Activity Card #57	21 Activity Card #60	22
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30	31 Activity Card #05					

Window Conversations

15

Objective 10

Uses appropriate conversational and other communication skills

a. Engages in conversations

Related Objectives: 2a, 2b, 7b, 9a, 9b, 11a, 11d, 12b, 14a, 27

What You Do

1. Invite a child to sit with you and look out of a window. Infants should be held snugly in your lap.
2. Talk about what you see using descriptive language, e.g., "Wow! That truck really zoomed by. It was going fast!"
3. Invite children to say what they see. Add new vocabulary to their descriptions. For children with limited verbal skills, expand on the sounds they make, e.g., "I heard you say *ba-ba-ba*. I see that big red ball outside. Is that what you see?"

What Can That Sound Be?

66

Objective 11

Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 1c, 8a, 11a, 12a, 25, 26, 27, 31, 34

What You Do

1. Sing to the tune of "Oh, Dear! What Can the Matter Be?"

Oh, dear! What can that sound be?
Oh, dear! What can that sound be?
Oh, dear! What can that sound be?
Let's listen closely and hear.
2. Encourage children to listen very closely and identify any sounds they hear, e.g., voices in the hall, birds chirping outside the window, a car honking on the street. For children who are preverbal, name and describe the sounds.

Time to Clean Up!

19

Objective 8

Listens to and understands increasingly complex language

b. Follows directions

Related Objectives: 1b, 1c, 3a, 4, 7a, 11a, 12b, 21a, 23, 30

What You Do

1. Sing to the tune of "Did You Ever See a Lassie?"

Oh, now it's time to clean up.
Let's clean up, let's clean up.
Oh, now it's time to clean up.
Please come and join me.

Oh, let's pick up the [blocks] now,
The [blocks] now, the [blocks] now.
Oh, let's pick up the [blocks] now.
Please come and join me.
2. Repeat using different materials to clean up, e.g., dolls, cars, balls.

You Help Me & I Help You

50

Objective 7

Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Related Objectives: 1c, 2a, 3b, 8b, 11b, 11c, 28, 29

What You Do

1. Demonstrate a task for children by saying, "You help me and I'll help you."

"Mariah, you can help me zip up my jacket and I'll help you zip up yours. Here, I've started it for you. Can you pull it up for me? Zzzziipp! All the way up!"

Personal care tasks such as zipping up jackets and wiping faces can be difficult for children to practice on their own bodies because they can't easily see what it is they're doing. Some tasks are better practiced when a child can clearly see and use both hands.

Objective 11

Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 2a, 7a, 8a, 8b, 15a

What You Do**1. Chant the rhyme and perform the movements.**

Clap for you, clap for me. [*Clap and point to yourself first and then the child.*]

Clap your hands: 1, 2, 3. [*Clap three times.*]

Clap them big and clap them little.

[*Clap using broad arm movements and then narrow ones.*]

Clap them from your head to middle.

[*Clap in front of your face and then down toward your waist.*]

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2a, 8a, 9b, 10a, 11a, 11d, 12b, 14a, 24, 25, 33

What You Do**1. Notice when a child is interested in something and use lots of rich language to describe it.**

"Jeremiah, I see you looking at the orange truck. It has big, bumpy wheels and I see two red lights on the back. It has a compartment for holding things. It looks like this one is full of gravel and big rocks."

2. Encourage children to add their own ideas.**Objective 5**

Demonstrates balancing skills

Related Objectives: 8b, 11a, 15a, 15b, 16a

What You Do

1. Ask the children to follow your movements as you hold your arms out to form a letter T. Support an infant to stretch his arms out, swaying him in your lap while you say the rhyme.

2. Chant the rhyme as you demonstrate the movements and encourage children to copy them.

Twisting and tilting, twirling around,

The dizzy letter T

Tumbles to the ground.

3. Repeat the rhyme three times.

Objective 2

Establishes and sustains positive relationships

c. Interacts with peers

Related Objectives: 1b, 3a, 8a, 9a, 9b, 12a, 23, 29, 30, 34

What You Do**1. Sing to the tune of "London Bridge."**

Hello, Annie, how are you?

How are you?

How are you?

Hello, Annie, how are you?

How are you today?

2. Invite the child to answer the question.

3. Repeat using the names of other children in the group.

What's in the Bag?

72

Objective 11

Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Related Objectives: 1b, 3a, 8b, 9b, 12a, 12b, 24, 26

What You Do

1. Place an object in a soft bag or pillowcase.
2. Invite the children to feel the object through the bag and guess what the object might be. Add to their descriptions and ask questions that encourage them to add new details. "Dayvon said 'bear.' It sounds like he thinks it might be a stuffed teddy bear. Dayvon, why do you think it is a teddy bear?"
3. Open the bag and talk about the object. "It was a teddy bear! He is big and brown with a polka-dot bowtie around his neck."

Hop Around

89

Objective 35

Explores dance and movement concepts

Related Objectives: 1b, 3a, 4, 5, 8b, 11a, 34

What You Do

1. Sing the following song to the tune of "Skip to My Lou."

Hop, hop, hop all around.
Hop, hop, hop all around.
Hop, hop, hop all around.
Let's hop around together.

2. Repeat, substituting different actions for "hop."

Rise and Shine

77

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 1b, 9a, 9b, 10b, 12a, 15a, 26, 31, 34

What You Do

1. Sing to the tune of "The Farmer in the Dell."

It's time to rise and shine. It's time to rise and shine.

Hello, my little one, it's time to rise and shine.

It's time to play some games. It's time to play some games.

Peek-a-boo my little one. It's time to play some games.

It's time for great big hugs. It's time for great big hugs.

I love you, my little one, it's time for great big hugs.

Jump and Twirl

32

Objective 5

Demonstrates balancing skills

Related Objectives: 2a, 4, 8a, 8b, 11a, 15a, 35

What You Do

1. Sing to the tune "London Bridge." Stand in front of the child and demonstrate the movements.

Now I'm jumping up so high, up so high,
up so high,

Now I'm jumping up so high.

My sweet [child's name].

[*Jump up in the air.*]

Now I'm twirling round and round, round and round, round and round.

Now I'm twirling round and round,

My sweet [child's name].

[*Twirl around in a circle.*]

2. Repeat the song. Invite the child to sing and/or move along with you.

Let's Put On Your Pants

04

Objective 1

Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Related Objectives: 2a, 6, 7a, 8b, 11b, 15a, 23, 26, 29

What You Do

1. When helping a child get dressed, describe what you are going to do, e.g., "Michael, I'm going to help you take off your wet shirt. Feel how wet it is? Let's put on a dry one."

2. Sing to the tune of "The Farmer in the Dell."

Let's put on your [pants].

Let's put on your [pants].

One [leg], the other [leg],

Let's put on your [pants].

3. Adapt the song using other clothing items.

Remember When...

57

Objective 12

Remembers and connects experiences

a. Recognizes and recalls

Related Objectives: 2b, 8a, 8b, 10a, 11d, 13, 14a, 21a, 29, 31, 36

What You Do

1. Talk with children about things that happened in the recent past. Describe an event that took place using as much detail as appropriate. Use a visual prompt (an object associated with the event) that the children can look at or touch. "Remember yesterday when Ms. Marita brought these flowers into our room? We were so surprised to see her with these beautiful white daisies. That was very kind of her to give these to us."

On the Spot

60

Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1a, 2a, 2c, 5, 6, 8a, 8b, 11a

What You Do

1. Write the following words on index cards: *twist, wiggle, shake, sink, rise, bend, and stretch.*

2. Play lively instrumental music at a low to medium volume.

3. Say, "Look down and see where you standing. Let's see if we can stay in our spot as we move." Call out the words from the index cards and demonstrate the movements, e.g., "Let's shake! Let's wiggle!"

4. Change the sequence of the movements and repeat the instructions.

Special Letter Chant

90

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 1b, 8a, 8b, 12a, 15c, 23, 29, 34

What You Do

1. Create a chant to transition to the next activity using the first letter sound of children's names.

/t/ /t/ Tyeisha,

/p/ p/ Paul,

/e/ e/ Evelyn,

Let's go wash our hands.

2. Clap your hands and keep the beat.

3. Repeat with other children's names.

Objective 14

Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Related Objectives: 4, 5, 8a, 8b, 12a, 12b, 15a, 18a, 24, 27, 35

What You Do**1. Recite the poem.**

We are the clouds, floating by.

We are the sun, high in the sky.

We are the birds, flying around.

We are the trees, strong in the ground.

2. Invite the children to move with you as you say the poem, acting out the words. Support infants in your lap as you gently move their bodies to the words.

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 3, 4, 5, 8a, 8b, 9b, 11a, 20a

What You Do

1. Recite the chant and indicate when toddlers and 2-year-olds should say, "Just like me!" Encourage the child to copy your movements.

I went upstairs. [*Mime walking up stairs.*]

Just like me!

I went into a room. [*Mime opening a door.*]

Just like me!

I looked out of a window. [*Mime looking out of a window.*]

Just like me!

And there I saw a monkey. [*Scratch under your arms.*]

Just like me!

How Slowly Can You Go?

61

Objective 4

Demonstrates traveling skills

Related Objectives: 1c, 5, 8b, 11e, 24, 29, 31

What You Do

1. During a transition or routine, challenge children to move as slowly as possible.

"Let's see how slowly we can walk to the carpet for story time. Oh, we're going so, so slowly."

2. For children who are not yet mobile or who are newly mobile, demonstrate slow movements and help their bodies to move slowly, e.g., "I'm going to kick my legs very slowly. I move one slowly up and then slowly down." Hold the baby's legs gently and move them in a slow kicking motion, describing what you are doing. "I'm moving your legs so slowly. Kicking slowly."

Thank You

26

Objective 13

Uses classification skills

Related Objectives: 1b, 1c, 2b, 3a, 4, 7a, 9a, 9b, 10b, 12a, 15a

What You Do

1. Look for opportunities to notice when a child helps the group in some way, e.g., a young infant hands you a book to put in the book basket at cleanup time; a toddler gets another child's blanket for him at nap time; a 2-year-old passes out napkins at snack time.

2. Sing to the tune of "Row, Row, Row Your Boat."

Thank you, thank you, thank you, [Max].

It's good that you were here.

We'd like to show you our thanks,

Let's give a thank-you cheer!

3. Applaud and cheer for the child.

Objective 11
Demonstrates positive approaches to learning

a. Attends and engages

Related Objectives: 1c, 2a, 4, 6, 7a, 8a, 8b, 11b, 28

What You Do

- 1. Notice when children attempt to perform a task without adult assistance, e.g., reaching for a toy, washing hands, undressing.**
- 2. Talk about what the child is doing as it happens.** "You pushed down your sock. It's almost off your foot! What will you do next? That's right! You can pull it off now by grabbing the toe." **If he struggles to finish the task, get him started, encourage him, and leave a last small step for him to finish, e.g., tug the sock down over the child's heel.**